

# NATIONAL CONGRESS BULLETIN

JUNE-JULY 1949 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 16, NO. 10

## Dear Friends:



Mrs. John E. Hayes

warmth of your love and the words of encouragement and faith you have spoken. For this I am humbly grateful. You have expressed to me, also, honest devotion to the great movement in which we all share. In your words I find a pledge of service to the program of the Congress and thus to the well-being of all children and youth everywhere.

• No task is too great when it is shared, and the leadership of this National Congress of Parents and Teachers is shared by tens of thousands of you, living in the open country, villages, towns, and vast cities. You have begun to establish your plans for the year. Committees have been selected and have started working to find how best to implement the Objects of our Congress by means of practical, concrete plans of work for the community in which you live. To know this strengthens the bond of fellowship between leaders in every area of service, as it strengthens our actual effectiveness as leaders.

• Picture with me what might be accomplished by 33,000 parent-teacher associations with five and three-quarter million members, each holding the will to achieve the Objects of the Congress, each determined to make his own community a place where boys and girls may grow into capable, enlightened citizens with faith in their own ability to bring some advancement to society,

WHILE I write this official message as your president, I am remembering the multitude of letters and telegrams which have come from you who live in all sections of our great country.

I am remembering the

some light to mankind. Picture, will you, the change that would thus come to our world!

• Let us face together one important fact: We have accepted into Congress membership more than 646,000 men and women during the last year. Many of them have had very little opportunity to learn either our Objects or our program or how the P.T.A. fits into the pattern of an American community.

• Our new members deserve to find out very soon the alchemy of those five poignant verbs—to promote, to raise, to secure, to bring, to develop—which have the power to change the attitude of a community, a state, and a nation—yes, even the world, when enough people accept the challenge they offer. Our new members deserve at once to learn that the parent-teacher association is a democratic folk movement offering fel-

lowship to every person interested in the well-being of children, that it is an implement of the people through which the finest values of good homes and good schools may determine the character of the community and thus of the state and the nation.

• As we approach the dawn of a new year together, we will remember with humility and gratitude that the success we may enjoy today is possible only because leaders of other days accepted the tenet that society is improvable and gave their selfless effort to its improvement. Then shall we lift our voices in unison to say,

*Grant us the wisdom Thy purpose to know,  
And the skill for each task, Lord, wherever we go.*

Faithfully yours,

*Anna H. Hayes*

President  
National Congress of Parents and Teachers



© "Buzz" Taylor

A group of delegates on the way to the convention vesper service, which was conducted by National Congress officers. Knox Walker, vice-president, delivered the address.



# PARENT-TEACHER PLATFORM 1949-50

ADOPTED BY THE ANNUAL CONVENTION OF THE NATIONAL  
CONGRESS OF PARENTS AND TEACHERS • ST. LOUIS • MAY 1949

## Preface

**I**N considering the platform for 1949-50, the committee felt that the Objects of the National Congress of Parents and Teachers are in themselves the fundamental platform of the organization. From time to time pronouncements based on the Objects have been issued in the form of resolutions, findings, or platforms. We have had what has been designated as a permanent platform since 1927. To its seven points two more were added in 1941, which made the following nine-point program: (1) good homes, (2) sound health, (3) safety, (4) equalized educational opportunity, (5) conservation of human values and natural resources, (6) vocational adjustment, (7) constructive leisure-time activities, (8) civic responsibility, and (9) an active spiritual faith.

Yearly, portions of the permanent platform received special emphasis in the findings of the organization. In 1945-46 the platform was highlighted in the report known as "Searchlights and Compass Points" and during the past administration by the Four-Point Program. But whatever form these statements have taken, whether it be resolution, findings, or platform, the inspiration has come from our Objects. They have stood the test of time as valid and ever current.

The present committee felt that it should try to point up these Objects in a way that would capture the imagination of our membership, remind them of the limitless possibilities that still challenge us when we consider how we may best "promote the welfare of children and youth in home, school, church, and community" and "secure for them the highest advantages in physical, mental, social, and spiritual education."

## Our Objects: New Horizons

**T**HROUGHOUT the long years of its history the National Congress of Parents and Teachers has concerned itself with the problems that affect the welfare of children and youth. We believe firmly that the home is the fortress of freedom. In the words of the preamble to the Declaration of Human Rights of the United Nations, "Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice, and peace in the world." As the most important community group in the nation and the world the National Congress of Parents and Teachers has a heavy responsibility to transfer the powers generated in sound family membership to the community, the state, the nation, and the world, so that they may become active ingredients in the pattern of today's living.

Basic in the philosophy of our organization is our devotion to the ideals of freedom, justice, and equality of opportunity for every child. Today as never before home and school must march forward *with* the child, to secure for him the highest advantages in physical, mental, social, and spiritual education.

## Therefore

### • We will work to promote the welfare of the child in the home by:

Raising the standards of home life through improved family living, enabling the family to enjoy the full benefit of its resources.

Offering opportunities for parents to gain self-confidence as they obtain the necessary knowledge to do a better job.

Creating experiences that draw parents and children closer together, recapturing those values that give dignity and worth to the individual members of the family.

Training both boys and girls in the fields of home management and human relations.

### • We will work to promote the welfare of the child in the school by:

Bringing into closer relation the home and school through intelligent cooperation.



Part of the delegate body that later voted to adopt the 1949



Providing opportunities for children of elementary school age, for youth of high school age, and for adults to develop an understanding of themselves and their relationship to others—an understanding that will help to make family living stronger and more satisfying.

Emphasizing the school's responsibility to share with the home the continuing education of the child, especially as it relates to human behavior.

Encouraging parents and other citizens to assume their full share of responsibility for the financial support of public education and for a participating interest in it.

Securing for our schools teachers who believe that they are commissioned not only to teach competence in knowledge and skills but also to develop wholesome attitudes and stimulate the power of evaluation.

● **We will work to promote the welfare of the child through the church by:**

Securing for the child the highest advantages in spiritual education.

Strengthening his moral and ethical standards so that he may function at the highest possible level.

Participating in church activities as a family.

Developing programs designed to serve family needs, in the realization that "The home is the greatest teacher, and the church has the greatest teachings."

● **We will work to promote the welfare of the child in the community by:**

Coordinating the thinking, energies, and plans of all groups working with children.

Assuming the duty of seeing that every child becomes, to the limit of his capacity, a well-balanced, emotionally strong, healthy, happy, and constructive member of society.

Becoming informed about existing child welfare legislation and its effect upon the child, the need for further legislation in the field, and the importance of eternal vigilance in seeing that good laws are enforced and bad ones repealed.

● **We will work to promote the welfare of the child in the world community by:**

Extending the parent-teacher movement to other nations.

Evaluating legislation that affects broad international relationships, with a view to increasing awareness of its importance to the individual.

Fostering within, between, and among nations a thorough reexamination by the individual of his fundamental relationships with his fellow men—to the end that his faltering but persistent efforts to unite with others in the cause of freedom shall succeed.

## Conclusion

**W**E recognize that the development of public attitudes favorable to our professed belief in the rights of all children everywhere, regardless of race, creed, color, or economic opportunity, is paramount for the parent-teacher movement. Promoting the welfare of all children begins in our homes, schools, churches, and local communities and extends through our state and nation. It is our efforts in our own communities that will contribute to the sum total of all endeavors toward our common goal of world understanding and security. To establish peace in the world we must begin at our own doorstep.

### PLATFORM COMMITTEE

*Mrs. Robert F. Shank, Chairman*

*Mrs. J. P. Brandenburg*

*Mrs. Paul L. Gould*

*Mrs. J. Floyd Griffin*

*Mrs. R. V. Hall*

*Mrs. W. M. McCallum*

*Bruce E. Mahan*

*Mrs. L. K. Nicholson*

*Mrs. Russell H. Oplinger*

*Harry M. Reynolds*

*Mrs. W. S. Vincent*

*Mrs. Joseph W. Walker*

*Mrs. Gerald G. Wyness*



form listens as Mrs. L. W. Hughes presents the convention theme—"Home, School, and the March Forward."

© "Buzz" Taylor



# Pictorial Report OF THE ...

## NATIONAL CONVENTION • MAY • 1949



Above: Mrs. John E. Hayes, chairman of the steering committee, reports to the Board of Managers on the achievements of the Four-Point Program.



Left: Smilingly, the new officers of the National Congress brush up on their responsibilities. Left to right: Mrs. Newton P. Leonard, first vice-president; Ralph H. Ojemann, treasurer; Mrs. John E. Hayes, president; and Mrs. Edgar F. Dixon, secretary.

Below: Sunbonnets, worn by Missouri members throughout the convention, were much in evidence at the Congress clinic on building better programs. Mrs. Howard J. Maughan, vice-president, led the discussion.

### NATIONAL CONGRESS BULLETIN

Volume 16 JUNE-JULY 1949 Number 10

Published monthly from September through May, bi monthly June and July, at 600 South Michigan Boulevard, Chicago 5, Illinois, by the National Congress of Parents and Teachers. Subscription price: 30 cents a year. Entered as second class matter September 27, 1946, at the post office at Chicago, Illinois, under the Act of March 3, 1879. Additional entry at Aurora, Illinois, December 21, 1939.

#### NATIONAL CONGRESS OF PARENTS AND TEACHERS

##### EDITORIAL STAFF

Editor-in-chief: Mrs. Eva H. Grant; assistant editor: Mary Elinore Smith

Editorial assistant: Florence M. Cromien

Managing editor: Mary A. Ferre; assistant on production: Mrs. Elizabeth Hall







Above: Mrs. L. W. Hughes presents her last report as president of the National Congress to the Board of Managers at its preconvention meeting.



Above: The National Parent-Teacher had its own attractive booth, which was so popular between sessions that the cameraman had to take advantage of an off hour to get this picture of it.

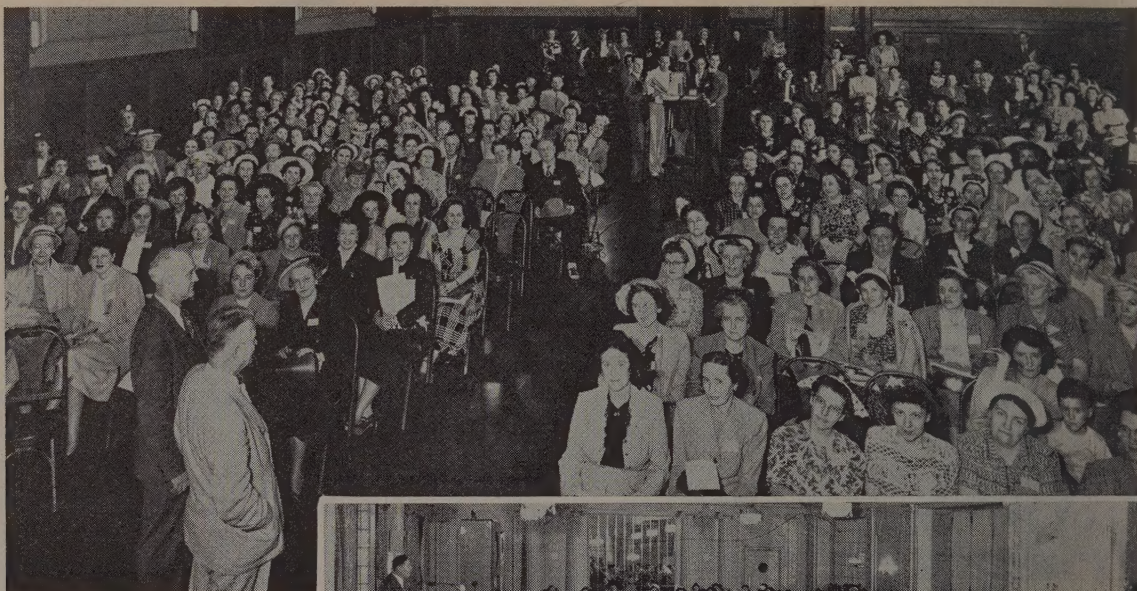


Above: Another group of delegates gathers on the steps of Christ Church Cathedral where they attended the vesper service.



Above: Members of the Congress clinic on strengthening local units listen attentively to a suggestion from the floor. Their leader was Mrs. Gertrude E. Flyte, secretary.





**Above:** At the first session of the film festival, Bruce E. Mahan (left), national chairman, Committee on Visual Education, introduces Roger Albright, who took part in the lively discussion. Mr. Albright is director of educational services activities, Motion Picture Association of America.



**Above:** Delegates at the clinic on directing council projects get some good pointers from one of the resource persons, Ralph H. Ojemann, national chairman, Committee on Parent Education.



**Above:** Standing in the background is Mrs. J. J. Garland, vice-president and coordinator for the section meeting in which ways and means of ensuring good health for all people are being discussed.

**Right:** The group at the right is considering the many problems involved in achieving greater world understanding. Mrs. C. C. Clark, vice-president, serves as coordinator for this section meeting.





# WHAT OUR *Congress* PARENT-TEACHER GROUPS ARE DOING

## University School Provides Laboratory Experiences in Parent-Teacher Relations

Every teacher knows that a big part of the job of educating the young consists in the ability to work easily and effectively with parents and with the community. Learning elaborate theories about home-school-community cooperation is one thing, but skill in using these theories is quite another.

Under the teacher education program sponsored at the University of Oklahoma by the University School and its P.T.A., two hundred student teachers have the chance every year to test both themselves and their theories in real situations.

According to Dr. Garold D. Holstine, director, University School and Student Teaching, as a regular part of their training course, the students sit in on parent-teacher and pupil-teacher conferences, attend regular P.T.A. meetings and serve on P.T.A. committees, and take part in a junior faculty conference. This conference invites the participation of parents in discussions around the general topic, "How Parents Can Contribute to a Better Educational Program."

The foundations for this process of learning through dynamic situations are laid in a two-week course in the techniques of developing home-school-community teamwork. The Oklahoma Congress cooperates in this course, giving students the opportunity to study its structures and methods.

The basic text is *The Parent-Teacher Organization: Its Origins and Development*. Other texts include *A Unit for Education Classes*, prepared by the National Congress, and the *Oklahoma Unit on Parent-Teacher Organization*.

## Meeting the Need for More Teachers

In an attempt to draw a greater number of well-qualified persons into the teaching profession, the Mississippi Congress of Parents and Teachers almost two years ago adopted a teacher scholarship plan that is being carried out by more than 75 per cent of its local units.

These scholarships, offered from local unit funds, are of two types. One type

is given to high school seniors who intend to become teachers, and the other is given to teachers who are already in service and who need further study or travel. Recipients are chosen on the basis of intelligence and aptitude.

Special recognition was given at the state convention to all units that awarded scholarships. Merit points are offered on the local unit's annual report card for this activity. The first scholarship earns 100 points for the unit that awards it, and each additional scholarship earns 50 points.

It is expected that this plan will be of great value to the educational program in the state, by drawing in new teachers with good qualifications and also by encouraging present teachers to improve their professional competence and to remain in the profession.

## Art in Home and Family Living

In a feature article the Grand Rapids (Michigan) *Herald* points out to the general public what every parent-teacher member already knows—"The P.T.A. isn't all baked goods sales and pancake suppers."

Describing the program, "Art in Home and Family Living," undertaken this year by the Grand Rapids Council of Parent-Teacher Associations, the account quotes Mrs. Fred A. DeVries, council president. "Art means beauty in daily living," Mrs. DeVries says, and it includes "healthy and gracious living, creative activities as a means of individual expression, and appreciation of the culture of other lands." She goes on to say that local P.T.A.'s must take the lead "in assisting parents toward better family living through the medium of unit projects and programs, and also by working for better integration of the educational opportunities in all community agencies."

The Grand Rapids Council has carried out these ideas in its year-long program. Individual units have made good use of the educational opportunities provided by such agencies as art galleries, public museums and libraries, Y.M.C.A. and Y.W.C.A., the Grand Rapids symphony orchestra, and others. Local ministers, educators, artists, industrialists, social workers, professional men, and people

in government have been drawn into the program as speakers before mothers and fathers of approximately 21,000 public school children.

A major part of the program has been a course, attended by about 125 mothers, on "The Art of Bringing Up Children." The course was conducted by Mrs. Mabel Sewell of the University of Michigan Extension Service, who emphasized that "the P.T.A. means fathers too."

The material of the course was summarized with a concluding all-day seminar conducted by Ethel Kawin of the University of Chicago, who is one of the newly appointed parent education consultants to the National Congress. One feature of the seminar was a discussion held especially for and by fathers.

## Democracy in Action

The Springdale P.T.A. in Holyoke, Massachusetts, functions as a sort of community center. The children of the sixth, seventh, eighth, and ninth grades walk a mile and a half to school in another community and the high school students walk two miles to school, but their mothers all come to the Springdale P.T.A. The mothers of the Catholic school children also belong.

P.T.A. activities are always community affairs, and everyone joins in—father, mother, uncles, aunts, and grandparents. Baby sitting is no problem at all. On meeting nights, fathers are sitters; but when there is work to be done especially by the men, the fathers come to the front and the mothers stay at home.

Since the school auditorium only holds eighty-one grownups, the local Turn Verein frequently gives the use of its hall for special occasions. Its members also contribute soft drinks to the teenage dances, and generally work hand in hand with the P.T.A. for the good of the community.

This certainly looks like democracy in action!

**Man Against Fear** is the title of a new series of articles written by Bonaro Overstreet for the *National Parent-Teacher*. The series will start in the September 1949 issue.

Subscribe today!



## THE OBJECTIONABLE COMICS

*are going!*

### Library and P.T.A. Committee Cooperate

Cooperation between local merchants and P.T.A.'s in Lebanon, Pennsylvania, this year has swept newsstands almost completely clean of unwholesome reading material.

P.T.A. investigations last fall revealed that drug and variety stores were selling highly objectionable paperbound books at a price so low that many children were able to build complete, if secret, libraries.

Going directly to the merchants, the P.T.A.'s found them eager to cooperate but uncertain about which books were considered harmful. The publications chairman of the junior high school P.T.A. headed a committee that worked with the public librarian to compile a list of undesirable titles. With the list before them, most merchants were quick to remove these titles from their shelves.

Recently lists of sensational and crime comic books have also been given to the merchants, who seem to welcome such a guide, and good results are expected.

### NATIONAL CONGRESS OF PARENTS AND TEACHERS

#### Executive Committee

President, Mrs. John E. Hayes,  
Idaho

First Vice-president, Mrs. Newton P.  
Leonard, Rhode  
Island

Second Vice-president, Dr. Herold C.  
Hunt, Illinois

Secretary, Mrs. Edgar F. Dixon,  
Arkansas

Treasurer, Dr. Ralph H. Ojemann,  
Iowa

#### Vice-presidents from Regions:

Mrs. C. C. Clark, Mississippi  
Mrs. J. J. Garland, California  
Mrs. Clifford N. Jenkins, New York  
Mrs. Howard J. Maughan, Idaho  
Mrs. A. J. Nicely, Pennsylvania  
Mrs. Robert F. Shank, Indiana  
Mrs. Charles A. Snyder, Nebraska  
Mr. Knox Walker, Georgia

#### Members-at-large:

Mrs. J. W. Heylman, Illinois  
Mrs. James Fitts Hill, Alabama  
Mrs. Robert B. Rowe, New York

# New Subscription Rates for the *National Parent-Teacher*

**A**LTHOUGH practically all other periodicals in the country had to increase their subscription rates two and three years ago, the *National Parent-Teacher* has continued to operate at its customary dollar a year. This nominal rate was maintained in the hope that prices would level off and that certain economies in management would offset increased expenses.

However, instead of coming down, most costs have risen to such an extent that it is no longer possible for us to publish, print, and distribute the *National Parent-Teacher* for one dollar a year. Remember, the Magazine has never been published for profit. The problem today is simply one of publishing the *National Parent-Teacher* without going into the red.

The whole question of the advisability of increasing the subscription rate was given long and thoughtful consideration by the members of the board of directors. Many persons were approached to enable the board to benefit by their experience. All of them felt that the price should be raised immediately. Some suggested a fifty-cent increase, stating that the very quality of the material in the *National Parent-Teacher* made it well worth \$1.50 or more a year. Others pointed to the 100 and 200 per cent increases established by publications that enjoy a large advertising as well as a subscription revenue and marveled that the National Congress has been able to maintain its old rate for so long.

On the basis of a study of the Magazine's finances and the combined comments and suggestions of qualified experts in the publishing industry, the directors voted to increase the subscription

rate only twenty-five cents a year, beginning September 1, 1949. On and after that date, therefore, the following rates will apply:

**\$1.25 a year for 10 issues, U.S. and possessions**  
**\$1.50 in Canada**  
**\$1.75 in other countries**

*Single copy rates in the U.S. and possessions will remain the same—fifteen cents. Elsewhere the single copy rate will be twenty cents.*

Of course, all subscriptions received between now and September 1, 1949, will be accepted at the present rates. After September 1 subscribers who do not remit at the new rates will be billed for the difference.

I am sure that every local president, chairman, and other parent-teacher worker will do all he can between now and September 1 to advise present and prospective subscribers of this increase in price.

MRS. JAMES FITTS HILL, President,  
*National Parent-Teacher Magazine*

### Attention, Local President:

If you haven't done so already, please fill in and return the card sent to you earlier this year. It is the one that asked you to let us know:

1. Number of Four-Point Program projects undertaken by your P.T.A.
2. Number of men members in your P.T.A.
3. Number of teacher members in your P.T.A.

Please send the information to: National Congress of Parents and Teachers, 600 S. Michigan Blvd., Chicago 5, Illinois.